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ABSTRACT

A new teacher certification law, enacted by the Maine Legislature in 1984, included a chapter which delineated standards and procedures for creating and operating support systems for candidates seeking a higher level certificate, a transitional endorsement, and/or renewal of the master's level certificate. This chapter requires that all teachers who wish to serve on a support team be provided with training in peer observation and assessment techniques. Each support team is responsible for generating a "teacher action plan" which describes competencies required for the certificate. It may describe any graduate and advanced study which the support team believes necessary for the teacher applicant to receive a positive recommendation for certification. The plan must identify skills which need improvement and specify particular routes for improvement. This document presents a training module for teachers who wish to serve on a support team. The development of the module is described along with an evaluation of its effectiveness. The 1988 pre- and post-assessment results are included, and the assessment instruments used in evaluating the training program are attached. (JD)

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Peer Observation and Assessment Inservice Training: Focusing on Support Teams and Teacher Action Plans

ED324307

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Paper presented at the 1990 Eastern Educational Research Association (EERA) Annual Meeting at Clearwater, Florida in February, 1990.

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A special word of recognition and thanks is extended to Mrs. Kathi Hanson, M.S.A.D. #64 central office secretary, who prepared all training materials and retyped on a daily basis the agenda and other material as the group monitored and adjusted to meet the ever changing needs. It was, in large part, because of Kathi's cooperation, professionalism and commitment to the project that this study was possible and the outcome was a positive, professional experience for all involved.

Peer Observation and Assessment Inservice Training: Focusing on Support Teams and Teacher Action Plans

Introduction

In 1984, The Education Reform Act evolved from the collective efforts of a commission appointed by Governor Joseph E. Brennan on the Status of Education in Maine and those of Commissioner of Education, Dr. Robert E. Boose. As part of the Reform, the new teacher certification law (Chapter 502) was enacted by Legislature to take effect on July 1, 1988. The new law included:

- Qualifying Examinations for Teachers (Chapter 013)
- Certification of Educational Personnel: Standards and Procedures (Chapter 115)
- Recertification of Educational Personnel (Chapter 115-A)
- Endorsements and Certificates (Chapter 115, Part II)
- Standards and Procedures for the Creation of and Operation of Support Systems (Chapter 118A)
- Adjudicatory Process for Certification (Chapter 119)

Under Chapter 118A, which delineates standards and procedures for creating and operating support systems, it is required that all teachers, who wish to serve on a support team, be provided with training in **peer observation and assessment techniques. Support teams** are appointed to assist those teachers who are candidates for conditional (lacking pedagogy), provisional (a minimum of 2 years experience), and master level certificates as well as master level renewal and transitional endorsements (lacking substantive academic preparation).

Each support team is responsible for generating a **teacher action plan** with any candidate seeking a higher level certificate, a transitional endorsement, and for renewal of the master level certificate. The Plan must be approved by the Support System. The Teacher Action Plan (TAP) must describe any competencies required for the certificate. It may describe any graduate and advanced study which the support system and support team believes necessary for the teacher applicant to receive a positive recommendation for certification. The Plan must identify skills which need improvement and specify particular routes of improvement.

By April 1988 the M.S.A.D. #64 Planning Committee, made up of a majority of teachers, an administrator, a school board member and a university representative, had developed its Support System Plan, presented it for approval to the School Board (18 members) and submitted it to the Commissioner of Education for her approval, as required by Chapter 118A. Following the submission of the Plan for approval, the

original Planning Committee met to discuss the training required for staff in Peer Observation and Assessment Techniques and determined that there were experts within our system who could take responsibility for planning the sequenced training. At this same time, 99 teaching staff members and administrators were surveyed to determine:

1. if they would take a course in Peer Observation and Assessment
2. if they would serve on the Governance Committee and/or a Support Team.

45 indicated they would take a course; 27 indicated they would serve on the Governance Committee; and 37 indicated they would serve on a Support Team.

Training Topics and Presenters

Knowing that we had teachers interested in taking a course on site and that the District had staff expertise available to plan a Peer Observation and Assessment course, a committee was appointed to develop, manage and evaluate a 5-day training sequence (30 hours).

This committee was made up of 4 mentor teachers representing K - 12 staff, a university representative, a teacher from the middle level, and a district administrator. The latter three had been members of the Support System Planning Committee.

A training agenda (Attachment A) was developed to include the following topics:

- The M.S.A.D. #64 Support System Plan (includes procedural steps for Support Teams and developing the Teacher Action Plan)
- Adult Learning
- Team Building
- The Peer Observation and Assessment Handbook
- The Clinical Supervision Process
- Effective Instruction
- Mentor Teacher & Peer Assistant Concept
- Data Collection Techniques
- Interpersonal Communication Skills
- Certification

The Committee believed that presentations on these topics would provide basic skills necessary to be an effective Support Team member, as well as provide the background for team members to facilitate the building of a Teacher Action Plan with the teacher.

Trainers for 3 sections were contracted with from outside the District for the 1988 session: (1) certification (2) Clinical Supervision Process and (3) Interpersonal

Communication Skills. The planning committee, mentioned earlier, conducted the remainder of the sessions including the pre-post assessment and evaluation components. During the 1989 session, outside of the district trainers conducted the initial certification section only.

Participants

33 teachers and administrators of the total population of 99 M.S.A.D. #64 teachers participated in this Peer Observation & Assessment Training or PO & A Training as it is now referred to by many. The training was held August 22 - 26, 1988 and August 21 - 25, 1989. Credits of approved study (2 credits or 30 hours) were issued for participation in the total 30 hours. Participants were not paid to attend. Trainers and consultants were paid stipends.

The sample discussed in the remainder of this paper consisted of 30 teachers and administrators who actually completed the 30 hours of training, took the pre and post assessment and completed the evaluation. 2 of the 3 who did not complete (in 1988) completed independent projects prior to completing the self assessment. The third knew at the onset (summer 1988) that he could commit to 2 days only and actually completed the course during the summer of 1989.

The sample represented the following:

Grades	K - 2	3	Teaching Principal	1
Grades	3 - 5	2	Teaching Principal	3
Grades	6 - 8	6	Principal	1
Grades	9 - 12	7	District Administrator	1
Spec. Ed.	K - 12	4	Univ. Representative	1
Alt. Ed.	6 - 12	1		

At the high school level, teachers represented the areas of home economics, foreign language/English, math/science, guidance, health/math, social studies, and special education.

Evaluation Model

The Planning Committee devised a pre-post assessment (Attachment B) as a means of measuring the difference between pre-training knowledge and post-training knowledge. The assessment also demonstrated to participants the notion of teaching to objectives (the agenda representing a lesson plan) and to show that one monitors and adjusts teaching based on knowledge assessed in the pre-test. Please note that the attached agenda was rearranged several times over the course of the week-long session based on the needs of the group as assessed by them and the trainers during a mid-week written perception check, by time limits set that were deemed unrealistic, and by end of day meetings of the training team.

As evaluation (see Attachment C) of the Peer Observation and Assessment Training (PO & A) was developed to provide participants with the opportunity to: 1) think about the week long experience in relation to their personal growth; 2) critique the training and the trainers; 3) offer suggestions for future training; and 4) make general comments.

This evaluation model provided feedback on both participants' perception of knowledge acquired and their critique/ evaluation of the training.

Results (Pre-Post Assessment) - 1988

An analysis of the pre-post assessment data, as a whole, indicated that there was considerable growth of <u>all</u> participants in all areas. The rating used was a 5 point Likert Scale with 1 and 2 representing **little or none (L/N),** 3 representing **fair amount (FA)** and with 4 and 5 representing **a great deal (GD).**

Question 2 B: Rate your level of knowledge of the components of the <u>Support System Plan</u> indicated the following:

	Pre N = 21			**Post N =21**		
	L/N	**FA**	**GD**	**L/N**	**FA**	**GD**
• Governance Committee Responsibilities	12	3	6	0	1	20
• Support Team Responsi-bilities	9	5	7	0	1	20
• Types of Certificates and Endorsements	7	6	8	0	1	20
• Teacher Action Plans	8	9	4	1	1	19
• Standards for Professional Growth Leading to Competency	8	6	7	1	0	20
• The Portfolio	14	4	3	0	0	21
• The Renewal Plan	11	7	3	0	1	20

Question 2 C: Rate the degree of importance of the components of the <u>Support System Plan:</u>

• Governance Committee Responsibilities	1	2	18	0	0	21

	Pre N = 21			Post N =21		
	L/N	FA	GD	L/N	FA	GD
• Support Team Responsibilities	1	2	18	0	0	21
• Types of Certificates and Endorsements	2	5	14	0	1	20
• Teacher Action Plans	2	2	17	0	0	21
• Standards for Professional Growth Leading to Competency	1	4	16	2	1	18
• The Portfolio	6	5	10	0	1	20
• The Renewal Plan	6	3	12	0	0	21
Question 3 B: Rate your knowledge and understanding of:						
• adult learning styles	11	7	3	1	5	15
• your preferred learning style	4	7	10	1	4	16
• how colleagues can effectively assist each other with their professional development	6	6	9	1	2	18
Question 4 B: Rate your knowledge and understanding of:						
• group process techniques	9	5	7	1	3	17
• collaboration	8	4	9	1	2	18
• techniques to build team cohesiveness	10	5	6	1	8	12
• managing a team	9	6	6	1	8	12
Question 5 B: Rate your knowledge and understanding of:						
• Support System Plan - M.S.A.D. #64	8	8	5	0	1	20
• Standards for Professional Growth Leading to Competency	7	9	5	1	1	19
• Effective Instruction	2	8	11	0	0	21

	Pre N = 21			Post N =21		
	L/N	FA	GD	L/N	FA	GD
• Components of Lesson Design and Guide to Lesson Analysis	2	7	12	0	0	21
• Principles of Learning	2	8	11	1	1	19
• Clinical Supervision Process	8	3	10	0	1	20
Question 6 B: Rate your knowledge and understanding of:						
• pre-observation conference	4	7	10	0	0	21
• observation	2	9	10	1	0	20
• data collection	4	8	9	0	4	17
• analyzing the data	8	6	7	2	4	15
• post-observation conference	6	7	8	0	2	19
Question 7 B: Rate your knowledge and understanding of:						
• the model for Lesson Design	5	6	10	0	0	21
• reasons each step of the eight step design is an essential element of effective instruction	7	4	10	0	1	20
• the use of motivation theory	4	7	10	0	0	21
- concern - success - feeling tone - knowledge of results - interest - intrinsic vs. extrinsic						
• techniques of classroom management	2	9	10	0	1	20
Question 8 B: Rate your knowledge and understanding of the role of a mentor in the M.S.A.D. #64 Support System Plan.	5	7	9	0	4	17

Rate your knowledge and understanding of the role of a peer assistant in the M.S.A.D. #64 Support System Plan.

	Pre N = 21			Post N =21		
	L/N	FA	GD	L/N	FA	GD
	15	3	3	2	6	13

Question 9 B: Rate your knowledge and understanding of:

• types of data collection techniques available	9	5	7	0	7	14
• which type to choose for a given observation	11	5	5	0	7	14
• how to effectively collect data to use to analyze a lesson	10	4	7	0	6	15

Question 10 A: From the micro-teaching experiences rate your ability to:

• pre-conference	13	2	6	0	3	18
• observe	12	3	6	0	1	20
• collect data	13	2	6	0	6	15
• analyze data collected	12	5	4	0	4	17
• post conference	12	4	5	0	6	15

Question 10 B: From the micro-teaching experiences rate your need for more practice to:

• pre-conference	14	4	3	5	5	11
• observe	14	4	3	4	9	8
• collect data	14	3	4	4	3	14
• analyze data collected	13	4	4	3	5	13
• post conference	13	4	4	2	7	12

Question 11 B: Rate your knowledge and understanding of:

	Pre N = 21			Post N =21		
	L/N	FA	GD	L/N	FA	GD
• the 5 basic communication skills for working with teachers 1. asking clarifying questions 2. paraphrasing 3. perception checking 4. offering information 5. active, attentive listening	9	4	8	1	3	17
• conflict resolution	10	5	6	5	10	6

Results (Pre-Post Assessment) - 1989

	Pre N = 10			Post N = 10		
	L/N	FA	GD	L/N	FA	GD
• Governance Committee Responsibilities	4	6	0	0	2	8
• Support Team Responsi-bilities	4	5	1	0	1	9
• Types of Certificates and Endorsements	2	8	0	0	5	5
• Teacher Action Plans	2	7	1	0	5	5
• Standards for Professional Growth Leading to Competency	5	5	0	0	6	4
• The Portfolio	3	6	1	1	0	9
• The Renewal Plan	4	6	0	1	2	7

Question 2 C: Rate the degree of importance of the components of the Support System Plan:

• Governance Committee Responsibilities	1	1	8	0	0	10
• Support Team Responsi-bilities	2	2	6	0	0	10

11

	Pre N = 10			Post N = 10		
	L/N	FA	GD	L/N	FA	GD
• Types of Certificates and Endorsements	2	2	6	0	2	8
• Teacher Action Plans 1?	1	2	6	0	0	10
• Standards for Professional Growth Leading to Competency	1	2	7	0	0	10
• The Portfolio 1?	2	3	4	0	3	7
• The Renewal Plan 1?	1	2	6	0	1	9
Question 3 B: Rate your knowledge and understanding of:						
• adult learning styles	2	5	3	0	2	8
• your preferred learning style	1	3	6	0	0	10
• how colleagues can effectively assist each other with their professional development	5	2	3	0	1	9
Question 4 B: Rate your knowledge and understanding of:						
• group process techniques	5	2	3	0	1	9
• collaboration	5	2	3	0	1	9
• techniques to build team cohesiveness	5	2	3	0	2	8
• managing a team	6	1	3	0	3	7
Question 5 B: Rate your knowledge and understanding of:						
• Support System Plan - M.S.A.D. #64	7	3	0	0	0	10
• Standards for Professional Growth Leading to Competency	8	2	0	0	1	9
• Effective Instruction	4	5	1	0	2	8
• Components of Lesson Design and Guide to Lesson Analysis	3	4	3	0	0	10

	Pre N = 10			Post N = 10		
	L/N	FA	GD	L/N	FA	GD
• Principles of Learning	3	6	1	0	2	8
• Peer Coaching Process	7	2	1	0	1	9

Question 6 B: Rate your knowledge and understanding of:

• pre-observation conference	6	2	2	0	0	10
• observation	4	2	4	0	0	10
• data collection	3	4	3	0	1	9
• analyzing the data	6	2	2	0	2	8
• post-observation conference	6	2	2	0	0	10

Question 7 B: Rate your knowledge and understanding of:

• the model for <u>Lesson Design</u>	3	1	6	0	0	10
• reasons each step of the eight step design is an essential element of effective instruction	3	3	4	0	0	10
• the use of motivation theory	4	2	4	0	2	8

- concern
- feeling tone
- interest
- success
- knowledge of results
- intrinsic vs. extrinsic

• techniques of classroom management	2	3	4	0	1	9

1 did not complete

Question 8 B: Rate your knowledge and understanding of the role of a <u>mentor</u> in the M.S.A.D. #64 Support System Plan.

5	1	4	0	1	9

Rate your knowledge and understanding of the role of a <u>peer assistant</u> in the M.S.A.D. #64 Support System Plan.

7	2	1	0	1	9

Question 9 B: Rate your knowledge and understanding of:

	Pre N = 10			Post N = 10		
	L/N	FA	GD	L/N	FA	GD
• types of data collection techniques available	4	4	2	0	1	9
• which type to choose for a given observation	4	4	2	0	5	5
• how to effectively collect data to use to analyze a lesson	3	5	2	0	4	6

Question 10 A: From the micro-teaching experiences rate your ability to:

	N/A						
• pre-conference	4	5	1	0	0	1	9
• observe	4	3	3	0	0	3	7
• collect data	4	4	2	0	0	4	6
• analyze data collected	4	4	2	0	0	3	7
• post conference	4	5	1	0	0	1	9

Question 10 B: From the micro-teaching experiences rate your need for more practice to:

• pre-conference	7	0	0	3	1	5	4
• observe	7	0	0	3	1	5	4
• collect data	7	0	0	3	1	4	5
• analyze data collected	7	0	0	3	1	3	6
• post conference	7	0	0	3	1	4	5

Question 11 B: Rate your knowledge and understanding of:

• the 5 basic communication skills for working with	1	4	1	4	0 1 (no comment)	1	8

1. asking clarifying questions
2. paraphrasing
3. perception checking
4. offering information
5. active, attentive listening

	Pre N = 10				Post N = 10		
	N/A	L/N	FA	GD	L/N	FA	GD
• conflict resolution	2	3	1	4	2	3	5

Results (Evaluation)

The results of both the 1988 and 1989 evaluations confirm that **25 out of 31** believed their level of knowledge of P O & A to have greatly increased. **27 out of 31** believed their level of knowledge about M.S.A.D. #64 Support System Plan to have greatly increased. **24 out of 31** believed their professional attitude about professional development had changed a great deal. Two stated that they have always felt professional development was important. A summary of the results are included in Attachment C for further discussion and analysis.

Future Needs List

A session on the final day confirmed the needs of the group for follow-up to training as generated throughout the week.

- Newsletter regarding Questions & Answers around the issue of certification
- Observe observers from pre to post conference sessions and provide feedback on scripting
- Data Collection - Use ASCD videotapes "Another Set of Eyes"
- View M. Hunter tapes
- Practice communication and conferencing skills
- Produce video tapes from 'our District' using our teachers and our students of all ages in this natural setting
- Obtain A. Snell's tapes to view
- Learn the art of scripting (ask Business teacher for advise)
- Obtain a copy of books by Brophy, Cooper and Saphier for each building

The comments in Attachment C correlate with this list. There are several additional ideas for the training and the trainers and presenters for the next session of P O & A. A second training session is planned for the summer of 1989.

Implications for Change

In the summer of 1990 the Planning Committee will:

1. follow a similar format for a 30 hour sequence of training

2. offer, through the Governance Committee, 2 hours of approved study

3. provide additional time for peer coaching exercises

4. provide more opportunity to focus on data collection

5. add speakers or improve session presentations, per suggestions in the evaluations i.e. time to discuss and clearer directions for worksheet follow-up

The committee will continue to provide a majority of the experiences themselves. I believe this was the reason for comments like:

- I really felt that the individuals came together as a group to learn how to effectively make the Support System Plan a "working" document with the understanding that it is a work in progress.

- The most "bonding" work session I have experienced.

- I said initially I wanted to experience some professional/personal growth and it did occur through these sessions. It was a privilege to be a part of such a great Plan.

- ....The setting was truly a Peer exchange.

Questions for Researchers

1. How do we use this data most effectively?

2. What additional data can we collect to increase the impact of our study?

3. What can we do in P O & A Training session #3 to gather data that will strengthen the study?

Peer Observation and Assessment Training:
Follow-Up - Data Collection Techniques

As noted on page 13, participants from the August 1988 training session requested 'more opportunity to focus on data collection'. As a result, two members of the staff agreed to put together a 15-hour training using ASCD's Another Set of Eyes training techniques. See Attachment D for details of the techniques.

The goal of the training is to become familiar with 6 different observation techniques that will enable participants to collect objective data and provide non-judgmental feedback. This will result in improving the effectiveness of instruction.

Observation ——→ Feedback ——→ Improvement

Objectives of the 15-hour training are:

- to view the videotape segment, "selective verbatim"
- to practice coding "selective verbatim" and discuss the technique
- to review the technique "selective verbatim"
- to view the videotape segment, "verbal flow"
- to practice coding "verbal flow" and discuss the technique
- to review the techniques, "selective verbatim" and "verbal flow"
- to view the videotape segment, "at task" and "class traffic"
- to practice coding "at task" and class traffic" and discuss the technique
- to review the techniques, "selective verbatim, verbal flow, at task and class traffic"
- to view the videotape segments, "interaction analysis" and "global scan"
- to practice coding "interaction analysis" and global scan" and discuss the technique
- to share audio-taping experience using one of the data collection techniques
- to observe and practice pre and post conferencing through Micro-teaching

To date, two follow-up training sessions have been conducted as follows:

1. April 26, May 3, 10, 17, 24 and 31, 1989
   (2 1/2 hours each)

2. August 23-25, 1989
   (3 five hour days)

Seven of the 30 members of Peer Observation and Assessment Training have been able to participate in the follow-up.

An agenda for daily participation is outlined in Attachment E. Each participant completed a pre and post self-assessment of their personal growth. See Attachment F for a complete sample of the self-assessment.

Results (Pre-Post Assessment)

An analysis of the pre-post assessment data, as a whole, indicated that there was considerable growth of participants in all areas. The rating used was a 5 point Likert Scale with 1 and 2 representing **little or none (L/N)**, 3 representing **fair amount (FA)** and with 4 and 5 representing **a great deal (GD)**.

2B. Rate your knowledge and understanding of:

	Pre N = 7			**Post N = 7**		
	L/N	**FA**	**GD**	**L/N**	**FA**	**GD**
• types of data collection techniques available	4	2	1	0	0	7
• which types to choose for a given observation	4	2	1	0	2	5
• how to effectively collect data to use to analyze a lesson	3	2	2	0	2	5

3B. Rate your knowledge and understanding of:

• selective verbatim	5	1	1	0	0	7
• verbal flow	5	0	2	0	1	6
• at task	4	1	2	0	0	7
• class traffic	6	0	1	0	0	7

	Pre N = 7			Post N = 7		
	L/N	FA	GD	L/N	FA	GD
• interaction analysis	5	0	2	1	4	2
• global scan	5	1	1	0	0	7
4A. From the **micro-teaching** experiences, rate your ability to:						
• pre-conference	7	0	0	0	0	7
• observe	7	0	0	0	1	6
• collect data	7	0	0	0	2	5
• analyze data collected	7	0	0	1	0	6
• post-conference	7	0	0	0	0	7
4B. From the **micro-teaching** experiences, rate your need for more practice to:						
• pre-conference	7	0	0	1	2	4
• observe	7	0	0	1	1	5
• collect data	7	0	0	0	1	6
• analyze data collected	7	0	0	1	1	5
• post-conference	7	0	0	1	2	4
5. Rate the degree of importance in using the M.S.A.D. #64 teacher videotapes to practice collecting data.	7	0	0	0	2	5

Results (Evaluation)

The results of both the 1988 and 1989 evaluations confirm that 7 out of 7 believe that their level of knowledge of data collection techniques to have greatly increased. A summary of the results of both the '88 and '89 training are included in Attachment G for further discussion and analysis.

Implications for Future Training

M.S.A.D. #64 will continue to offer this training follow-up focusing on data collection techniques. Because of the needs of staff for options in dates and times offered, the district will attempt to offer an after school format (as in session one) and a summer format (as in session two).

ATTACHMENT A

ATTACHMENT A

MAINE SCHOOL ADMINISTRATIVE DISTRICT #64
Bradford Corinth Hudson Kenduskeag Stetson

TRAINING SESSION

PEER OBSERVATION AND ASSESSMENT

MONDAY, AUGUST 21, 1989

8:00 A.M. - 2:00 P.M.

AGENDA

8:00 - 8:15	
Introduction of Trainers and Participants	K. Barnes
Welcome and Setting the Stage	L. Ney
8:15 - 8:45	
Overview of M.S.A.D. #64 Support System Plan	K. Barnes D. Randall
8:45 - 9:00	
Complete Pre-Self Assessment	D. King
9:00 - 9:45	
The purpose of Support System as it Relates to Certification	Mary Robinson, Dir. Division of Certification DECS
The Future of Certification	
9:45 - 10:00 BREAK	
10:00 - 11:30	
• Adult Learning Styles/Patterns Approaches to Supporting Provisional and Professional Level Candidates	D. King
• Team Building Relationship to Governance Committee and Support Team Membership	K. Barnes
• Discussion	

over

11:30 - 12:00 LUNCH

12:00 - 12:45

Review and Discuss Peer Observation and Assessment Training Handbook: Sections III through VI	K. Barnes D. Randall

12:45 - 1:30 — Chairperson (selected by group)

Small Group Presentations
(10 minutes each)

Purpose: to summarize one section of the Handbook

1:30 - 2:00

Conferencing and Feedback Techniques - A Simulation

. Introduction to the Process	D. King
. Demonstration Pre-Conference	D. Nye, Observer D. Emerson, Teacher
. Assign Groups and Select Presenter, Observer and Students for Micro-teaching	D. King

MAINE SCHOOL ADMINISTRATIVE DISTRICT #64
Bradford Corinth Hudson Kenduskeag Stetson

TRAINING SESSION

PEER OBSERVATION AND ASSESSMENT

TUESDAY, AUGUST 22, 1989

8:00 A.M. - 2:00 P.M.

AGENDA

8:00 - 8:30

Demonstration Lesson — D. Nye, Observer; D. Emerson, Teacher

8:30 - 11:30

Peer Support Process — D. King; K. Barnes

- Introduction
- Pre-Observation Conference
- Observation
  - Data Collection
  - Planning Post-Conference
- Post-Observation Conference

11:30 - 12:00 LUNCH

12:00 - 1:30

Techniques of Effective Instruction (video tapes followed by discussion) — D. Emerson

- Lesson Design
- Motivation
- Classroom Management

1:30 - 2:00

Wrap-up of Afternoon Work Session

MAINE SCHOOL ADMINISTRATIVE DISTRICT #64
Bradford Corinth Hudson Kenduskeag Stetson

TRAINING SESSION
PEER OBSERVATION AND ASSESSMENT
WEDNESDAY, AUGUST 23, 1989
8:00 A.M. - 2:00 P.M.

AGENDA

8:00 - 8:20		
	Demonstration Post-Conference	D. Nye, Observer D. Emerson, Teacher
8:20 - 8:45		
	Discussion of Process	D. King Facilitator
8:45 - 9:00		
	Perception Check	D. King Facilitator
9:00 - 10:00		
	SESSION I	
	Interpersonal Communication Skills - The Key to a Successful Support System	J. Cowie, Dir. M.S.A.D. #64 Guidance
10:00 - 10:15	BREAK	
10:15 - 11:00		
	SESSION II	J. Cowie
11:00 - 11:30	LUNCH	
11:30 - 12:45		
	SESSION III	J. Cowie
12:45 - 1:00	BREAK	
1:00 - 2:00		
	SESSION IV	J. Cowie

MAINE SCHOOL ADMINISTRATIVE DISTRICT #64
Bradford Corinth Hudson Kenduskeag Stetson

TRAINING SESSION
PEER OBSERVATION AND ASSESSMENT
THURSDAY, AUGUST 24, 1989
8:00 A.M. - 2:00 P.M.

AGENDA

8:00 - 9:00

Mentor/Peer Assistant Process — K. Barnes
- What does it mean as part of the Support System?

Reflections — **Panel**
- Informal Observation and Feedback — • J. Bishop
- Team Teaching and Feedback — • L. Blanchard
- Modeling Lessons — • J. Curley
• D. Paine

9:00 - 9:30

Discussion of the Process — K. Barnes Facilitator

9:30 - 9:45 BREAK

9:45 - 11:00

Introduction — D. King
. Data Collection Techniques - An Overview
PO & A Training Follow-up — K. Barnes
. Another Set of Eyes - A Sampling

11:00 - 11:30 LUNCH

11:30 - 1:30

Micro-Teaching (small group work) — D. King

1:30 - 2:00

Group Discussion — D. King Facilitator

MAINE SCHOOL ADMINISTRATIVE DISTRICT #64
Bradford Corinth Hudson Kenduskeag Stetson

TRAINING SESSION
PEER OBSERVATION AND ASSESSMENT
FRIDAY, AUGUST 25, 1989
8:00 A.M. - 2:00 P.M.

AGENDA

8:00 - 8:30

Classroom Management - Support for Beginning Teachers — D. King

8:30 - 9:45

Review of Support System Plan - Levels of Certification — D. Randall, J. Cowie

- Conditional
- Provisional
- Professional (Transitional Endorsement)
- Master

9:45 - 10:00 BREAK

10:00 - 10:15

Standards for Professional Growth Leading to Competency — D. Randall

- What does each standard mean?
- How do we determine competence? (Large Group)

10:15 - 10:40

Small group work

10:40 - 11:15

Group report (8-10 minutes) — Chairperson

11:15 - 11:45 LUNCH

over

11:45 - 12:00

The Portfolio — J. Cowie

12:00 - 12:15

Assignment to Governance Committee or Support Team
Responsibilities of Governance Committee and Support Team (including Record Keeping) — D. Randall

12:15 - 12:55

Support System Plan Simulation — D. Randall, Chairperson, Governance Committee

12:55 - 1:10

Questions

1:10 - 2:00

Credits of Approved Study — D. King
Schedule Follow-up Activities and Topics to Cover

PURPOSE: to assist members of the Governance Committee and the Support Teams to continue training and skill development in the areas covered by this agenda.

Zip Around

Post Self-Assessment

Evaluation

ATTACHMENT B

ATTACHMENT B

PEER OBSERVATION AND ASSESSMENT TRAINING

SELF ASSESSMENT
(Pre and Post)

1. State your reason(s) for enrolling in this training activity.

2A. Write your working definition of a **Support System Plan.**

B. Rate your level of knowledge of the components of the Support System Plan:

1 = little or none 3 = fair amount
5 = a great deal

	1	2	3	4	5
• Governance Committee Responsibilities	___	___	___	___	___
• Support Team Responsibilities	___	___	___	___	___
• Types of Certificates and Endorsements	___	___	___	___	___
• Teacher Action Plans	___	___	___	___	___
• Standards for Professional Growth Leading to Competency	___	___	___	___	___
• The Portfolio	___	___	___	___	___
• The Renewal Plan	___	___	___	___	___

C. Rate the degree of importance of the components of the Support System Plan:

	1	2	3	4	5
• Governance Committee Responsibilities	___	___	___	___	___

1 = little or none 3 = fair amount
5 = a great deal

	1	2	3	4	5
• Support Team Responsibilities	___	___	___	___	___
• Types of Certificates and Endorsements	___	___	___	___	___
• Teacher Action Plans	___	___	___	___	___
• Standards for Professional Growth Leading to Competency	___	___	___	___	___
• The Portfolio	___	___	___	___	___
• The Renewal Plan	___	___	___	___	___

3A. Write your working definition of **adult learning styles and patterns.**

B. Rate your knowledge and understanding of:

	1	2	3	4	5
• adult learning styles	___	___	___	___	___
• your preferred learning style	___	___	___	___	___
• how colleagues can effectively assist each other with their professional development	___	___	___	___	___

4A. Write your working definition of **team building.**

B. Rate your knowledge and understanding of:

	1	2	3	4	5
• group process techniques	___	___	___	___	___
• collaboration	___	___	___	___	___

1 = little or none 3 = fair amount
5 = a great deal

	1	2	3	4	5
• techniques to build team cohesiveness	___	___	___	___	___
• managing a team	___	___	___	___	___

5A. Write your working definition of the **M.S.A.D. #64 Peer Observation and Assessment Training Handbook.**

B. Rate your knowledge and understanding of

	1	2	3	4	5
• Support System Plan - M.S.A.D. #64	___	___	___	___	___
• Standards for Professional Growth Leading to Competency	___	___	___	___	___
• Effective Instruction	___	___	___	___	___
• Components of Lesson Design and Guide to Lesson Analysis	___	___	___	___	___
• Principles of Learning	___	___	___	___	___
• Peer Coaching Process	___	___	___	___	___

6A. Write your working definition of the **Peer Coaching Process.**

B. Rate your knowledge and understanding of:

	1	2	3	4	5
• pre-observation conference	___	___	___	___	___
• observation	___	___	___	___	___
• data collection	___	___	___	___	___

1 = little or none 3 = fair amount
5 = a great deal

	1	2	3	4	5
• analyzing the data	___	___	___	___	___
• post-observation conference	___	___	___	___	___

7A. Write your working definition of **Effective Instruction.**

B. Rate your knowledge and understanding of:

1 = little or none 3 = fair amount
5 = a great deal

	1	2	3	4	5
• the model for Lesson Design	___	___	___	___	___
• reasons each step of the eight step design is an essential element of effective instruction	___	___	___	___	___
• the use of motivation theory	___	___	___	___	___
• techniques of classroom management	___	___	___	___	___

- concern
- feeling tone
- interest
- success
- knowledge of results
- intrinsic vs. extrinsic

8A. Write your working definition of a **peer assistant** and a **mentor.**

- peer assistant

- mentor

B. Rate your knowledge and understanding of the role of a mentor in the M.S.A.D. #64 Support System Plan.

1 = little or none 3 = fair amount
5 = a great deal

1	2	3	4	5
___	___	___	___	___

Rate your knowledge and understanding of the role of a peer assistant in the M.S.A.D. #64 Support System Plan.

1	2	3	4	5
___	___	___	___	___

9A. Write your working definition of **data collection techniques** to use during observation.

B. Rate your knowledge and understanding of:

	1	2	3	4	5
• types of data collection techniques available	___	___	___	___	___
• which type to choose for a given observation	___	___	___	___	___
• how to effectively collect data to use to analyze a lesson	___	___	___	___	___

10A. From the **micro-teaching** experiences rate your ability to:

	1	2	3	4	5
• pre-conference	___	___	___	___	___
• observe	___	___	___	___	___
• collect data	___	___	___	___	___
• analyze data collected	___	___	___	___	___

1 = little or none 3 = fair amount
5 = a great deal

	1	2	3	4	5
• post conference	___	___	___	___	___

10B. From the **micro-teaching** experiences rate your need for more practice to:

	1	2	3	4	5
• pre-conference	___	___	___	___	___
• observe	___	___	___	___	___
• collect data	___	___	___	___	___
• analyze data collected	___	___	___	___	___
• post-conference	___	___	___	___	___

11A. Write your working definition of **Interpersonal Communication.**

B. Rate your knowledge and understanding of:

	1	2	3	4	5
• the 5 basic communication skills for working with teachers	___	___	___	___	___
• conflict resolution	___	___	___	___	___

1. asking clarifying questions
2. paraphrasing
3. perception checking
4. offering information
5. active, attentive listening

12A. Write your working definition of:

- conditional certification

- provisional certification

- professional certification
- master certification
- transitional endorsements
- teacher action plan
- a portfolio

13. Describe the responsibilities of a **GOVERNANCE COMMITTEE.**

14. Describe the responsibilities of a **SUPPORT TEAM.**

ATTACHMENT C

ATTACHMENT C

N = 21

MAINE SCHOOL ADMINISTRATIVE DISTRICT #64
Bradford Corinth Hudson Kenduskeag Stetson

PEER OBSERVATION AND ASSESSMENT TRAINING EVALUATION

DATE August 26, 1988

1 = little or none 3 = fair amount
5 = a great deal

		1	2	3	4	5
I.	From where I started, I believe I have increased my level of knowledge about Peer Observation and Assessment.	___	1	2	5	13
		1	2	3	4	5
II.	From where I started, I believe I have increased my level of knowledge about M.S.A.D. #64 Support System Plan.	___	___	1	3	17
		1	2	3	4	5
III.	From where I started, I believe my professional attitude about professional development has changed.	2	___	2	11	6

IV. **The training:**	YES	NO	COMMENTS
was well organized	20	1	see attached
covered its stated objectives	20	1	see attached
met my objectives for attending	21		see attached
allowed ample time for discussion	17	4	see attached
used audio-visual or other teaching aids effectively	21		see attached

	YES	NO	COMMENTS
gave me information I can use as a member of the Governance Committee or Support Team	21		see attached

V. The trainers:

were well prepared	21		see attached
were open to discussion	21		see attached
created a comfortable atmosphere	21		see attached
were concerned that we understood the material presented	21		see attached
communicated well	21		see attached
encouraged discussion	21		see attached

VI. Suggestions for future training sessions.

SEE ATTACHED

VII. Additional comments

SEE ATTACHED

SIGNATURE_____

THANK YOU FOR YOUR FEEDBACK!

COMMENTS

IV. **The training:**

was well organized

- Sequencing, i.e. pre-observation lesson, post observation on same day would help. & Team Building
- This has been one of the best organized workshops I ever attended
- Except Mr. Snell
- As usual
- Except for A. Snell!
- Mostly - Buzz and Allen could have been better prepared

covered its stated objectives

- Snell <u>didn't</u> - His opening activity would be good to start next years training session
- From where I was to where I am, I learned a great deal!
- Except for conflict resolution
- Allen Snell did not meet all of the required objectives satisfactorily.
- Well done!

met my objectives for attending

- 'Another Set of Eyes' aid Sp. Ed. Observ.!
- Thank you all!

allowed ample time for discussion

- Maybe not always at the exact time, however, Friday was very important
- As much as possible with available time
- Except Mr. Snell
- Friday allowed for this time
- Super!

used audio-visual or other teaching aids effectively

- Not too much - just right!
- Needed more time

gave me information I can use as a member of the Governance Committee or Support Team

- Very helpful
- But I'm still not sure how to help a teacher write a TAP and make sure it covers all it should - I'll read through the Plan more carefully. If that information is there, I'll find it.
- Defined roles well

V. The trainers:

were well prepared

- All but Allen Snell
- Except for you know who
- Except for previously made comment
- Except A. Snell
- Two exceptions

- See note by "The Training" - was well organized (Part IV)

were open to discussion

- Especially A. Snell

created a comfortable atmosphere

- Always pleased to have had the opportunity to get to know people in this atmosphere
- Really enjoyed the "zip-around"!
- The most "bonding" work session I have experienced
- Excellent

were concerned that we understood the material presented

- With exception Allen Snell did not maintain focus on material to be presented
- Excellent

communicated well

- All but Allen Snell. As a communications expert, he disappointed me.
- Again, Allen was not always on target
- Excellent

encouraged discussion

- With the exception of A. Snell. Too much time spent on unnecessary tasks
- Excellent

VI. **Suggestions for future training sessions.**

- I was not as impressed with Mr. Kastuck's nor Mr. Snell's presentation. Mr. Kastuck seemed to ramble and Mr. Snell gave too much the flavor of "supervisor". We spent the first three days trying to separate the two while Allen nearly destroyed the confidence of the group as to separation of improvement through/with peers vs. the supervisory role.

- - More time for questions and answers
  - More time for discussion
  - Presenters who keep the pace going - possibly readjust the time to allow for more practice with data collection

- Spend more time on the "Another Set of Eyes" video Shorten the session on Interpersonal Communications

- Don't have the training session the last 5 days before school starts, I had too much on my mind and it affected my attitude about being here. I think we have people within our district who can teach communication skills. Focus more on the observation process and less on effective instruction.

- Thursday's agenda could have been more in keeping with the other days.

- Omit the Allen Snell segment.

- I would like to see in-service days used to improve and inform us as a group.

- For team building, contact Diana Hulse-Killachy in the Counselor Education division of the College of Education, Orono. She's nationally recognized as a leader of group techniques and team building.

- Better timing would have resulted in better concentration <u>on my part.</u> At times I was thinking about everything I needed to do for next week.

- Perhaps we need to do more with conflict resolution.

- Lengthen time allowed, more practice

- Continue to bring in Caroline Sturtevant - She's well prepared, and understands her subject matter.

- To continue in the same area of agenda using both district and out of district presenters.

- Follow-up session feedback to indicate how well much of this has been implemented in our own classes.
- Next time make sure that there is a week left to prepare rooms and lesson plans for the opening of school.
- Perhaps sending questions that arise to Karoldene's office and then discussing them as a group.
- Another time then the week before school.
- More practice with interpersonal communication skills. Do not plan session for one week prior to school opening; two weeks prior would be much better.
- All we did was excellent but more follow time needs to be built in so participants can practice <u>all</u> the skills.

VII. Additional comments

- I really <u>felt</u> that the individuals came together as a group to learn how to effectively make the SSP a "working" document with the understanding that it is a work in progress.
- Great job
- I was especially impressed, Dennis, with your talents, perception, and articulation. You were great in helping us understand, and directing our discussions. I'm glad that I had the opportunity to experience the week. Karoldene, you always impress us with your organizational skills.
- Carolyn - very dynamic and informative - Excellent presentation! Excellent planning and organization. Very informative! Shouldn't be the week before school opening - too many other things on my mind!
- The actual seven members of the support team now need to meet together to set their course for this year.
- I'm impressed - the Support System Plan is evidence of a great deal of thoughtful, complete, concise effort. It looks as though it will need very little modification.

- I said initially I wanted to experience some professional/personal growth and it did occur through these sessions. It was a privilege to be a part of such a great Plan.

- Although I do not wish to serve on the Governance Committee or Support Team until I have finished my Master's Program in February, I feel I met my objective(s) for attending.

- I enjoyed being with Mrs. Barnes and presenters. The setting was truly a Peer exchange. If possible or Governance Committee feels need for additional support members, I would be more than interested in an application.

- All of our "in-house" people did an excellent job with their presentations and activities. This includes Dennis - as I now see him more as an M.S.A.D. permanent staff member.

- This was a great "pre-start of school" experience!

- This was very enjoyable and informative training session. I enjoyed both presenting and participating. I feel that I've gotten to know some M.S.A.D. #64 staff members from other buildings.

- Superb!

- Two presenters, both with important presentations, could have been more effective. I feel Buzz and Al did not lend much to the workshops. I was very interested in the Interpersonal Communication segment.

- Very worthwhile train_ng session!

- Thank you for allowing me to participate and be a co-presenter.

MAINE SCHOOL ADMINISTRATIVE DISTRICT #64 N = 10
Bradford Corinth Hudson Kenduskeag Stetson

PEER OBSERVATION AND ASSESSMENT TRAINING EVALUATION

DATE August 25, 1989

1 = little or none 3 = fair amount 5 = a great deal

		1	2	3	4	5
I.	From where I started, I believe I have increased my level of knowledge about Peer Observation and Assessment.	___	___	___	3	1 6
II.	From where I started, I believe I have increased my level of knowledge about M.S.A.D. #64 Support System Plan.	___	___	___	3	1 6
III.	From where I started, I believe my professional attitude about professional development has changed.	2	1	___	4	3

(have felt necessary all along)

IV. The training:	YES	NO	COMMENTS
was well organized	10		• of course, KJB always is
covered its stated objectives	10		
met my objectives for attending	10		• far beyond
allowed ample time for discussion (1 voted twice)	7	4	• several items were cut short closure

	YES	NO	
			• there seems to be a lot of info for a short period of time • too much too cover had to "stick to schedule"
used audio-visual or other teaching aids effectively	10		• but too many worksheets at one time • paperwork follow-up to video sometimes unclear
gave me information I can use as a member of the Governance Committee or Support Team	10		• a great deal of help • the resource Handbook will be a very useful tool
V. The trainers:			
were well prepared	10		• in general (time got in the way with some)
were open to discussion	10		
created a comfortable atmosphere	10		
were concerned that we understood the material presented	9	1 borderline	• too fast
communicated well	10		
encouraged discussion	9	1 borderline	• unless we were in a hurry

GOOD FOOD!

VI. Suggestions for future training sessions.

- more time for discussion on Micro - same genereric(sp) lesson for all, more focus on process
- As more experiences of those participating in the P.O. & A. process become widespread in S.A.D. #64, I hope they can be called upon to share those experiences.
- Future update on the process for those already trained
- I would like to see communication skills practice first!
- Give more introduction to the program before people start the work. May be a pre-conference about the week.
- "another set of eyes", more 3 person practices of observer, teacher, peer coach
- more intro to worksheets

VII. Additional comments

- This district is lucky to have dedicated educators like the trainers of this session.
- I enjoyed this week of training, and I have found it to be very valuable for my teaching also. Thanks to all the presenters!
- Great food!
- I enjoyed my week of training and learned a great deal.
- food was great!
- Get rid of pre & post assessments. I know <u>much</u> more than I know that paper shows.

SIGNATURE_____

THANK YOU FOR YOUR FEEDBACK!

ATTACHMENT D

M.S.A.D. #64 Peer Observation and Assessment
Most Used Observation Techniques

* Selective Verbatim
* Verbal Flow
* At Task
* Class Traffic
* Interaction Analysis
* Global Scan

SELECTIVE VERBATIM

Using this technique, the observer makes a written record of exactly what is said (within a certain category) in the classroom. The observer and the teacher select beforehand certain kinds of verbal events (for example, the teacher's questions) to be written down.

VERBAL FLOW

The observer records who is talking to whom. Categories of verbal interaction can also be recorded: teacher question, student answer, teacher praise, student question. Verbal flow is similar to the technique of selective verbatim in that both techniques deal with classroom verbal behavior. Selective verbatim is concerned with the content of the verbal communication, whereas verbal flow identifies the initiators and recipients of the verbal communication, and the kind of communication in which they are engaged.

AT TASK

Here the observer systematically notes the behavior of each student at regular intervals during the lesson. The behavior for each student is recorded in categories agreed on by the teacher and the observer in the planning conference. Categories might be "doing assigned work" or "talking to neighbors."

CLASS TRAFFIC

One thing that all teachers do is move around the room or not move. How they do this can be an important aspect for analyzing their effectiveness.

INTERACTION ANALYSIS

Categories of verbal behavior (praise, directions, criticisms) are charted over time within the lesson. The observer and the teacher may also create or adapt other techniques based on the particular objectives of the lesson to be observed and the unique talents of the observer.

GLOBAL SCAN

Techniques such as anecdotal notes, audiotapes, and videotapes can capture many aspects of teaching that could be missed by the other techniques we have described. The global scan or "wide lens" techniques help give the teacher a sense of the "big picture" - general information about what's going on in the classroom.

The prejudices of the observer will influence the data that is recorded. Therefore, it is very important that the observer and teacher agree on what they're looking for. In like manner, when using audiotape or videotape, care must be taken in positioning the camera or audiotape recorder as this could influence what is fed back to the teacher. For example, one observer might take only closeups of students or place the microphone where the teacher can't be heard.

from:

ANOTHER SET OF EYES
Techniques for Classroom Observation
Trainer's Manual
ASCD Supervision Series

ASCD
Association for Supervision and Curriculum Development
125 North West Street
Alexandria, VA 22314-2798
(703)549-9110

SELECTING A TECHNIQUE

IF YOU'RE LOOKING FOR:	YOU COULD USE:
Involvement of Students in Lesson	Verbal Flow, At Task, Interaction Analysis
Individualized Instruction	Class Traffic
Levels of Student Thinking	Selective Verbatim, Interaction Analysis
Classroom Management Skills	At Task, Verbal Flow, Selective Verbatim, Class Traffic
Amount of Teacher Talk	Selective Verbatim, Interaction Analysis, Verbal Flow
Patterns in Questioning Speech, Discipline Statements, Motivational Phrases	Selective Verbatim, Interaction Analysis
Elements of Lesson Design	Selective Verbatim
Clarity of Teacher Directions	Selective Verbatim
Patterns of Interaction, such as Sex Equity and Target Zones	Verbal Flow, Interaction Analysis
Level of Motivation During Whole Class Instruction or Independent Practice	At Task, Interaction Analysis, Class Traffic, Verbal Flow
Time on Task	At Task, Global Scan
The Extent to Which Students are Reached During Independent Practice	Class Traffic
Purposefulness of Student Movement	Class Traffic
Patterns of Questioning Techniques	Selective Verbatim, Interaction Analysis
The Extent to Which Incorrect Responses are Dignified	Interaction Analysis, Selective Verbatim

Time Management, Such as Engaged Time vs. Allocated Time	Global Scan, At Task
Effectiveness of Visual Aids	Class Traffic, Global Scan
The Extent to Which Students' Learning Modalities are Addressed	Global Scan
The Extent to Which Teachers Make Learning Meaningful	Global Scan

ATTACHMENT E

ATTACHMENT E

MAINE SCHOOL ADMINISTRATIVE DISTRICT #64
Bradford Corinth Hudson Kenduskeag Stetson

PEER OBSERVATION AND ASSESSMENT TRAINING

FOLLOW-UP

WEDNESDAY, AUGUST 23, 1989

9:00 - 2:00 P.M.

CENTRAL MIDDLE SCHOOL ROOM 203

AGENDA

9:00 - 9:20

Introduction, Goals and Objectives

9:20 - 9:30

Pre Self-Assessment

9:30 - 9:45

Warm-up Activity

9:45 - 10:45

Technique #1: Selective Verbatim

- explanation
- videotape
- discussion
- practice tape
- discussion

10:45 - 11:30

Technique #2: Verbal Flow

- explanation
- videotape
- discussion
- practice tape
- discussion

11:30 - 12:00

LUNCH

12:00 - 12:30

Practice Collecting Data Using Verbal Flow: Videotape of John Costello teaching grade 1

12:30 - 1:10

Techniques #3: At Task

- explanation
- videotape
- discussion
- practice tape
- discussion

1:10 - 1:40

Practice Collecting Data Using At Task: Videotape of Karen Larson teaching Spanish I

1:40 - 2:00

Explanation of Micro-teaching

MAINE SCHOOL ADMINISTRATIVE DISTRICT #64
Bradford Corinth Hudson Kenduskeag Stetson

PEER OBSERVATION AND ASSESSMENT TRAINING

FOLLOW-UP

THURSDAY AUGUST, 24, 1989

9:00 A.M. - 2:00 P.M.

CENTRAL MIDDLE SCHOOL ROOM 203

AGENDA

9:00 - 9:15

Objectives & Review

9:15 - 9:55

Technique #4: Class Traffic

- explanation
- videotape
- discussion
- practice tape
- discussion

9:55 - 10:45

Technique #5: Interaction Analysis

- explanation
- videotape
- discussion
- practice tape
- discussion

10:45 - 11:20

Technique #6: Global Scan

- explanation
- videotape
- discussion
- practice tape
- discussion

11:20 - 11:45

Selecting a Technique

11:45 - 12:15

LUNCH

12:15 - 1:00

Practice Collecting Data Using Interaction Analysis or Global Scan: Videotape of Rodric Johnson teaching high school math

1:00 - 2:00

Conferencing

- demonstration pre-conference
- videotape, Karen Larson teaching Spanish I
- demonstration post-conference
- discussion

MAINE SCHOOL ADMINISTRATIVE DISTRICT #64
Bradford Corinth Hudson Kenduskeag Stetson

PEER OBSERVATION AND ASSESSMENT TRAINING

FOLLOW-UP

FRIDAY, AUGUST 25, 1989

9:00 A.M. - 2:00 P.M.

CENTRAL MIDDLE SCHOOL ROOM 203

AGENDA

9:00 - 9:15

Objectives & Review

9:15 - 9:20

Micro-teaching schedule

9:20 - 10:15

Micro-teaching group 1

10:15 - 11:15
Micro-teaching group 2

11:15 - 11:45

LUNCH

11:45 - 12:40

Micro-teaching group 3

12:40 - 1:35

Micro teaching group 4

1:35 - 2:00

Post Self-Assessment Evaluation

ASSIGNMENT

Micro Teaching

You have been assigned to a group of 4 people. This will allow each of you to play the role of 1) teacher, 2) observer and data collector, 3) data collector (for added practice) and 4) student.

As the teacher you will be responsible for

- preparing a 15 minute lesson
- participating in the pre-conference
- teaching the lesson
- participating in the post-conference

As the observer & data collector you will be responsible for

- participating in the pre-conference
- observing the lesson & collecting data
- participating in the post conference

As the data collector (for added practice) you will be responsible for

- observing the practice pre-conference
- collecting data
- reflecting on your data as the post conference takes place

As the student you will be responsible for

- participating in the lesson

MICRO-TEACHING

AUGUST 25, 1989

Group 1	Norma Trask	-	Teacher
	Derwin Emerson	-	Observer & Data Collector
	Cheryl Wood	-	Data Collector
	Darleen Nye	-	Student
Group 2	Cheryl	-	Teacher
	Darleen	-	Observer & Data Collector
	Norma	-	Data Collector
	Derwin	-	Student
Group 3	Derwin	-	Teacher
	Cheryl	-	Observer & Data Collector
	Darleen	-	Data Collector
	Norma	-	Student
Group 4	Darleen	-	Teacher
	Norma	-	Observer & Data Collector
	Derwin	-	Data Collector
	Cheryl	-	Student

NOTE: Karen Larson & Sherrie Newcombe will be students for all 4 groups.

ATTACHMENT F

MAINE SCHOOL ADMINISTRATIVE DISTRICT #64
Bradford Corinth Hudson Kenduskeag Stetson

PEER OBSERVATION AND ASSESSMENT TRAINING
FOLLOW-UP
SELF ASSESSMENT
(Pre and Post)

1. State your reason(s) for enrolling in this training activity.

   - same as pre
   - same
   - practice/refine data collecting and conferencing

2A. Write your working definition of **data collection techniques** to use during observation.

   - Specific techniques to use to look for specific non-judgmental data within a class. These techniques are designed to assist the teacher in seeing his/her class through Another Set of Eyes.
   - Methods to objectively collect information which might be used by the teacher being observed to reflect upon themselves and improve instruction.
   - Systems/strategies for collecting data during an observation.

B. Rate your knowledge and understanding of:

1 = little or none 3 = fair amount
5 = a great deal

	1	2	3	4	5
• types of data collection techniques available	___	___	___	1	2
• which types to choose for a given observation	___	___	2	1	___

- how to effectively collect data to use to analyze a lesson ___ ___ 2 1 ___

3A. Write your working definition for each of the following data collection techniques:

- selective verbatim
  - writing down what teacher says within a pre-specified category (questioning for example) audio tape possible
  - choose one category such as teacher questions and only record this one item. Observe patterns.
  - recording what is said by whom dealing with a pre-set focus. Tape recorder may be helpful.
- verbal flow
  - chart of verbal interactions used within a classroom (teacher-student) - seating chart needed
  - questions/responses. Use arrows to indicate interactions.
  - charting of verbal interactions using a seating chart - using arrows showing interactions between teacher/student and student/student.
- at task
  - regularly scheduled sweep of class to determine on/off task behavior as specified previously by teacher.
  - records who is at task or off task. Sweeps of time, locate patterns.
  - recording behaviors pre-determined to be on/off task on a seating chart at set intervals.
- class traffic
  - technique to chart teacher movement/interaction within class (good for shop, art, etc.)
  - information on teacher movement and interactions around the classroom

- (sweeps) charting movement within classroom - using class plan - of pre-set focus (student/teacher movement)

- interaction analysis
  - what teachers say and do - seating chart needed - pre-determined code also
  - record of all interactions - record teacher initiated in capitals - students responses, ideas etc. in lower case
  - recording what is said and done in a classroom using chart and audio-code of behavior pre-set
- global scan
  - wide lens - general look of class as a whole - anecdotal notes
  - the "wide angle" or "big picture!" Take short notes over focus.
  - wide lens look at what is happening in the classroom (not necessary focus) anecdotal notes taken

3B. Rate your knowledge and understanding of:

1 = little or none 3 = fair amount
5 = a great deal

	1	2	3	4	5
• selective verbatim	___	___	___	2	1
• verbal flow	___	___	___	1	2
• at task	___	___	___	1	2
• class traffic	___	___	___	1	2
• interaction analysis	___	___	2	1	___
• global scan	___	___	___	1	2

4A. From the **micro-teaching** experiences, rate your ability to:

1 = little or none 3 = fair amount
5 = a great deal

	1	2	3	4	5
• pre-conference	___	___	___	1	2
• observe	___	___	___	2	1
• collect data	___	___	1	1	1
• analyze data collected	___	___	___	3	___
• post-conference	___	___	___	2	1

4B. From the **micro-teaching** experiences, rate your need for more practice to:

	1	2	3	4	5
• pre-conference	___	___	___	2	1
• observe	___	___	___	1	2
• collect data	___	___	___	1	2
• analyze data collected	___	___	___	___	3
• post-conference	___	___	___	1	2

5. Rate the degree of importance in using the M.S.A.D. #64 teacher videotapes to practice collecting data.

1	2	3	4	5
___	___	1	2	___

ATTACHMENT G

ATTACHMENT G

MAINE SCHOOL ADMINISTRATIVE DISTRICT #64
Bradford Corinth Hudson Kenduskeag Stetson

PEER OBSERVATION AND ASSESSMENT TRAINING
FOLLOW-UP
EVALUATION

DATE JUNE 1, 1989

1 = little or none 3 = fair amount
5 = a great deal

		1	2	3	4	5
I.	**From where I started, I believe I have increased my level of knowledge about data collection techniques.**				1	3
		1	2	3	4	5
II.	**From where I started, I believe my attitude about professional development has changed (increased).**		1			3

III. **The training:**	YES	NO	COMMENTS
was well organized	4		
covered its stated objectives	4		
met my objectives for attending	4		
allowed ample time for discussion	4		
used audio-visual or other teaching aids effectively	4		
gave me information I can use as a member of a Support Team	4		

IV. **The trainers:**	YES	NO	COMMENTS
were well prepared	4		
were open to discussion	4		
created a comfortable atmosphere	4		
were concerned that we understood the material presented	4		
communicated well	4		
encouraged discussion	4		

V. **Suggestions for future training sessions.**

- Maybe a review of each technique prior to final session to review who does what and when. It refreshes the focus and memory.
- The small group was certainly less threatening and made us all feel an important part of the group. I feel I got a great deal by taking it after all.
- If a large class existed, I feel that much of the work could be very successful if done in sub-groups of 8-10.
- I would suggest small groups again, perhaps larger than our groups but it is much more comfortable in small groups.

VI. **Additional comments**

- Well done!
- It was truly a worthwhile experience and I shall recommend it strongly to others I work with.
- Karen and Sherrie were just fantastic and the other members were also supportive! Everyone contributed much.
- It was an excellent experience which I had not anticipated. Excellent job - warm fuzzies all over.

SIGNATURE_____

THANK YOU FOR YOUR FEEDBACK!

MAINE SCHOOL ADMINISTRATIVE DISTRICT #64
Bradford Corinth Hudson Kenduskeag Stetson

PEER OBSERVATION AND ASSESSMENT TRAINING
FOLLOW-UP
EVALUATION

DATE AUGUST 25, 1989

1 = little or none 3 = fair amount
5 = a great deal

		1	2	3	4	5
I.	**From where I started, I believe I have increased my level of knowledge about data collection techniques.**				1	2

		0	1	2	3	4	5
II.	**From where I started, I believe my attitude about professional development has changed (increased).**	2				1	

III. **The training:**	YES	NO	COMMENTS
was well organized	3		
covered its stated objectives	3		
met my objectives for attending	3		
allowed ample time for discussion	3		
used audio-visual or other teaching aids effectively	3		
gave me information I can use as a member of a Support Team	3		

IV. **The trainers:**	YES	NO	COMMENTS
were well prepared	3		
were open to discussion	3		
created a comfortable atmosphere	3		
were concerned that we understood the material presented	3		
communicated well	3		
encouraged discussion	3		

V. **Suggestions for future training sessions.**

- o given in class
- o already given during the session
- o practice conferencing

VI. **Additional comments**

SIGNATURE_____

THANK YOU FOR YOUR FEEDBACK!